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Circular of
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1910

STATE NORMAL SCHOOL

Buchanan St., Between Waller and Hermann

SAN FRANCISCO

CIRCULAR OF INFORMATION

ISSUED JANUARY, 1910

SACRAMENTO:

W. W. SHANNON, - - - - SUPT. STATE PRINTING

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BOARD OF TRUSTEES.

HIS EXCELLENCY JAMES N. GILLET - - - - GOVERNOR
Ex officio.

HON. EDWARD HYATT - SUPERINTENDENT PUBLIC INSTRUCTION
Ex officio.

JAMES M. ALLEN - - - - - San Francisco

HENRY G. W. DINKELSPIEL - - - - - San Francisco

VANDERLYNN STOW - - - - - San Francisco

JOHN SWETT - - - - - Martinez

W. MAYO NEWHALL - - - - - San Francisco

OFFICERS.

JAMES M. ALLEN - - - - - *Chairman*

HENRY G. W. DINKELSPIEL - - - - - *Secretary*

EXECUTIVE COMMITTEE.

JAMES M. ALLEN, W. MAYO NEWHALL,
VANDERLYNN STOW. •

REPRESENTATIVES IN JOINT BOARD.

JAMES M. ALLEN, HENRY G. W. DINKELSPIEL,
JOHN SWETT.

FACULTY.

FREDERIC BURK, PRESIDENT.

B.L., University of California, 1883; Graduate Student University of California, 1890-91; Graduate Student Stanford University, 1891-92; A.M., Stanford, 1892; Fellow in Psychology, Clark University, Massachusetts, 1896-98; Ph.D., Clark University, 1898.

Teacher in Coulterville District, Mariposa County, 1889; Instructor in Mathematics and Science, California Military Academy, 1889-90; Instructor in Mathematics, Berkeley Gymnasium, 1890-91; Principal Davis Street Grammar School, Santa Rosa, 1892-93; Supervising Principal of Santa Rosa Schools, 1893-96; City Superintendent of Santa Barbara Schools, 1898-99. (Appointed July, 1899.)

EFFIE B. MCFADDEN, SUPERVISOR OF THE TEACHING OF LANGUAGE.

Graduate Los Angeles State Normal School, 1890; A.B., Stanford University, 1897.

Teacher in Public Schools, Tustin, Orange County, 1891-93; City Supervisor of Nature-Study in Public Schools of Oakland, California, 1897-1900. (Appointed April, 1900.)

*ALMA PATTERSON, SUPERVISOR OF THE TEACHING OF PRIMARY READING.

Graduate San Jose State Normal School; A.B., Stanford University, 1900.

Teacher and Principal in Schools of Santa Clara County, 1880-87; Primary Teacher Sherman Heights School, San Diego City, 1888-92; Student Stanford University, 1893-95; Primary Teacher Stockton Schools, 1895-97; elected Training School Teacher, Chico State Normal School, 1897; Grammar Grade Teacher, Riverside, 1897-98. (Appointed July, 1900.)

DAVID RHYS JONES, SUPERVISOR OF THE TEACHING OF ARITHMETIC AND PHYSIOLOGY.

A.B., University of Wisconsin, 1896; Summer School, University of Wisconsin, 1902; Graduate Student, University of California, 1902-03; A.M., University of California, 1903.

Teacher in Waterville District, Wisconsin, 1895-96; Teacher in graded schools, Waukesha, Wisconsin, 1896-98; Principal of High School and Supervisor of Elementary Schools, East Troy, Wisconsin, 1898-1901; Principal of Grammar School, Escondido, San Diego County, Cal., 1901-02; Reader in Education, University of California, 1902-03; appointed Assistant in Education, University of California, 1903. (Appointed July, 1903.)

* Absent on leave.

ALLISON WARE, SUPERVISOR OF THE TEACHING OF LITERATURE AND GEOGRAPHY.

B.L., University of California, 1903.

Teacher Lemoore High School, 1903-04; Hanford High School, 1904-05. (Appointed July, 1905.)

ANNA WIEBALK, SUPERVISOR OF THE TEACHING OF COMPOSITION.

Special Student Stanford University, 1900; Special Student State University, 1902.

Departmental Teacher in Alameda City Schools; Supervisor of Nature-Study, Alameda City, 1905-06.

PERCY F. VALENTINE, GENERAL PUPIL MANAGEMENT OF ELEMENTARY SCHOOL.

A.B., Stanford, 1909.

Teacher Mt. Tamalpais Military Academy.

ESTELLE CARPENTER, DIRECTOR OF MUSIC.

Graduate Teachers' Musical Institute, Chicago, 1896; Graduate California Kindergarten Training School, 1895.

Teacher of Music in Golden Gate Kindergarten Training School, 1897; Teacher in San Francisco City Normal School, 1897-99; Supervisor of Music in San Francisco Public Schools, 1899-. (Appointed July, 1899.)

ASSISTANT SUPERVISORS.

EVA A LEVY, ASSISTANT SUPERVISOR IN THE TEACHING OF MUSIC AND CLASS MANAGEMENT.

Graduate San Francisco State Normal School, 1901. (Appointed July, 1901.)

ADELYN M. BRICKLEY, ASSISTANT SUPERVISOR IN THE TEACHING OF GEOGRAPHY.

Graduate San Francisco State Normal School, 1904. (Appointed January, 1905.)

CORINNE HAISLIP JOHNSTONE, ASSISTANT SUPERVISOR OF THE TEACHING OF READING.

Graduate San Francisco State Normal School, December, 1904.

Teacher Stanislaus District, Stanislaus County, 1898-99; Cole District, Stanislaus County, 1899-1900; Modesto City Schools, 1900-02. (Appointed February, 1905.)

ELINOR MEREDITH, ASSISTANT SUPERVISOR IN THE
TEACHING OF DRAWING.

Graduate San Francisco State Normal School, October, 1905.
(Appointed October, 1905.)

NETTIE DUNCAN, ASSISTANT SUPERVISOR IN THE TEACH-
ING OF LANGUAGE, COMPOSITION AND GRAMMAR.

Graduate San Francisco State Normal School, March, 1907.
(Appointed July, 1907.)

MARY WARD, ASSISTANT SUPERVISOR IN THE TEACHING OF
ARITHMETIC AND READING.

Graduate San Francisco State Normal School, March, 1907.
(Appointed July, 1907.)

LOUISE CARLSON, ASSISTANT SUPERVISOR IN THE TEACH-
ING OF LANGUAGE, COMPOSITION AND GRAMMAR.

Graduate San Francisco State Normal School, June, 1908.
(Appointed July, 1908.)

ETHEL SMITH, ASSISTANT SUPERVISOR IN THE TEACHING
OF DRAWING AND COMPOSITION.

Graduate San Francisco State Normal School, October, 1909.
(Appointed October, 1909.)

WILLA SALE, ASSISTANT SUPERVISOR IN THE TEACHING OF
COMPOSITION AND LANGUAGE.

B.L., University of California, 1909; Student San Francisco State
Normal School, 1909. (Appointed April, 1909.)

NELLIE FINN - - - - - - LIBRARIAN

KATHERINE HUSSEY - - - OFFICE ASSISTANT

HUGH HIGGINS - - - - - - JANITOR

SARAH GORDON - - - - - - JANITRESS

PALMER GORDON - - - - - - JANITOR

POLICY OF THE BOARD OF TRUSTEES.

The State Normal School at San Francisco was established by act of legislature March 22, 1899. Until the great fire of 1906 the school was maintained in two buildings upon Powell street, belonging to the San Francisco School Department, but immediately after the fire buildings were erected upon State property upon the block between Waller and Hermann streets upon Buchanan. The school occupies two buildings: one, an elementary school attended by several hundred children of the primary and grammar grades, and taught by the normal student teachers; the other is an administration building occupied by the normal student teachers. At present the accommodations provide for the preparation of about 250 normal students and 800 elementary pupils.

Upon organization and discussion of a policy which should make the San Francisco State Normal School of substantial use to the public schools of the State, the Board of Trustees determined to make no effort to build up a large school, but to bend all energies toward establishing a school which should graduate teachers of superior efficiency. In determining this policy the Board took measures to guard against two causes of failure which in the history of normal school administration have been more or less destructive: (1) a low

standard of requirements for admission, (2) personal and political interference in the administration of the school.

To these ends the Board determined that the requirements for admission to the Normal School should be recommendation from accredited high or other secondary schools.

In the matter of administration of the affairs of the school, the appointment of its faculty, and its internal management, the Board in June, 1901, after two years' experience, upon motion of Trustee F. A. Hyde, reduced to written form its policy of management in resolutions which were unanimously adopted, as follows:

Resolutions Defining Policy.

WHEREAS, State Normal Schools are supported and should be conducted for the sole purpose of supplying public schools with teachers of the highest efficiency;

AND WHEREAS, The Trustees of the San Francisco State Normal School desire that the school shall be so conducted that a certificate of graduation therefrom shall be esteemed an honorable distinction by the holder thereof, as being a certain guarantee of thorough training and proficiency as a teacher, and so recognized by school officials;

NOW, THEREFORE, BE IT RESOLVED,

First—That it is the determined policy of this Board that the faculty shall be selected, as heretofore, upon a basis of merit alone, wholly uninfluenced by personal or political interference or consideration, and the Trustees therefore require that all applications for positions in the faculty be first submitted to the President of the School, who will nominate to the Board those whom he may deem most competent and meritorious.

Second—That the President shall continue to maintain the

present high standard of admission to the school, and his judgment and decision in individual cases shall be final; and where, after a fair trial, it shall appear to him that a student shows an incapacity to become a thoroughly efficient teacher, it shall be his duty to discourage the student from further attendance at the school.

Third—That the President shall certify to the Trustees for graduation only those students who can be confidently and honestly recommended to School Trustees, Superintendents, and Boards of Education as teachers of undoubted capacity.



REQUIREMENTS FOR ADMISSION.

In a general sense, the preparation of students for admission to the State Normal School is very unsatisfactory. This is not because the preparation for teaching requires any knowledge special or peculiar to this vocation, for, on the contrary, the vocation of teaching requires simply that kind of knowledge which represents the common and general intelligence of the world. When these students graduate as teachers they will be engaged in imparting to the pupils of the schools this same general world intelligence, and, therefore, the academic preparation of a teacher should in no way be different from that best suitable for the education of any intelligent citizen. That which makes the present high school course of study unsatisfactory in the preparation for the teaching vocation is the same that makes it unsatisfactory for general life preparation. The courses lie too much in the bypaths and forgotten roadways long since unfrequented by the makers of our modern empires. The aspects and materials of history, science, literature pursued in the high schools are not the aspects or materials of these subjects which the present world of civilizations uses, and such subjects as the dead and foreign languages and most of the mathematics are not a part of world-used knowledge. In those phases of history, science, literature, and in the aspects of the social, civic, industrial, and commercial problems with which

the world of actual life is now wrestling, and with which well-informed citizens are now familiar, our high school students are significantly ignorant. They tell us they have been so busy studying the material which the world does *not* use that they have had no opportunity in school, nor time outside school, for acquainting themselves with those affairs now in the hot focus of public attention. Except in occasional cases of students, whose parents and friends have been careful to provide this kind of instruction outside the school, the high school graduate knows little or nothing of the present civic, industrial, political, social, and scientific material which is crowding our magazines, our newspapers, and our legislative forums; even of the book literature with which intelligent people are familiar they know little; moreover, they are usually deficient in the ability to write without striking errors in punctuation, spelling, and in language forms. The fault lies evidently in perversions of our schools. While a great many schoolmen, and public sentiment generally, are earnestly working to reshape our high schools so that they will secure this touch with actual world life, the force of tradition in preparation for the universities is such that progress is difficult and slow. We schoolmen realize that the cure does not wholly lie with us. The great body of public sentiment must be aroused from its lethargy.

In the spirit of urging this movement to enable the high schools to broaden their courses and bring them in closer touch with real life, the normal school offers a new basis for admission, in the knowledge that for some time at least it is one of which advantage can not be taken except in occasional and accidental

instances. Some of the high schools are now introducing courses, as, for example, in general science, tending in the direction of broader education. At least this could be done by those high school principals and teachers who are laboring to broaden their courses: they may encourage students preparing for the normal school to read more widely in literature, to acquire the magazine habit, for what the magazines and more recent books will furnish in modern information concerning industrial, commercial, scientific, social, and civic development; and, lastly, to teach, not the theory and principles of advanced rhetoric and grammar, but the practice of elementary composition.

Upon Special Recommendation.

Graduates of public high schools will be admitted upon a recommendation from the principal in the following form:

I. I certify that is a graduate of the High School; that...he possesses those ideals of personal responsibility and ambition essential to the making of good citizenship.

II. I certify that in the following fields of education,...he has acquired that kind of knowledge which is currently used by well informed citizens engaged in world activities; and, to the depth and breadth, which four years' work in high schools, as a people's college should, in my judgment, justly be expected to prepare young men and women for the affairs of intelligent life—

(a) In all the commonly known events in the history of the world's civilization;

(b) In those commonly known discoveries and inventions of science used in industrial life generally;

(c) In the social, moral, and civic institutions, principles and present problems of the American commonwealth;

(d) In the commonly familiar literature and art of the race.

III. I certify that...he writes English without mentionable deficiencies in spelling, punctuation, or the ordinary language forms.

Signed
Principal High School.

Upon University Credentials.

Until the high schools, by a readjustment of the courses of study, can be established upon this broader and more practical standard of efficiency, the normal school will continue to accept either of the following alternatives :

(a) Graduates of high schools and other institutions, accredited by the University of California, will be admitted without examination upon presentation of the principal's recommendation for admission to the State University showing 45 units of credit in any subjects recognized by the State University (or 15 units reckoned by the old form of recommendation blank).

Upon Examination.

(b) All applicants who do not furnish the above credentials of admission, inclusive of those who are graduates of accredited schools, but who fail to obtain their principal's recommendation for admission to the State University, should apply for examination at the State University, Berkeley. The card of admission to the State University, issued upon successful examination, will be accepted for admission to the Normal School.

THE SYSTEM OF PREPARING TEACHERS.

The San Francisco Normal School prepares students as teachers almost exclusively by means of experience in teaching. To maintain this system a large primary and grammar school of several hundred pupils and representing upwards of thirty classes is maintained. In this school each normal student teaches during her entire normal school period under the close supervision of the Normal Supervisors. Every term of thirteen or fourteen weeks the student takes charge of a new class, and by this system becomes experienced in the teaching of every subject of instruction and in practically every grade of the elementary school. The system provides for placing the responsibility for the progress and management of their classes upon the student-teachers. Under an arrangement with the school departments of neighboring cities, the student-teachers for several weeks just prior to graduation teach as substitutes in these public schools with full and responsible charge of classes.

While students are teaching any given subject, as, for example, arithmetic and history in any of the grades, they meet the Normal Supervisors of these respective subjects regularly in conferences. The work of these conferences consists chiefly in discussing the general difficulties of teaching these subjects, methods of obtaining results, purposes of the instruc-

tion, etc. This grouping of teachers through which each student during the course must pass is as follows :

Arithmetic, teachers in first and second grades.

Arithmetic, teachers in third and fourth grades.

Arithmetic, teachers of fifth to eighth grades.

Reading, teachers of first and second grades.

Reading, teachers of third and fourth grades.

Language, teachers of first to fourth grades.

Language, teachers of fifth to eighth grades.

Composition, teachers of third and fourth grades.

Composition, teachers of fifth to eighth grades.

Writing, teachers of first to fourth grades.

Writing, teachers of fifth to eighth grades.

Geography, teachers of third and fourth grades.

Geography, teachers of fifth to eighth grades.

Music, teachers of first to fourth grades.

Music, teachers of fifth to eighth grades.

Drawing, teachers of first to fourth grades.

Drawing, teachers of fifth to eighth grades.

History and Civil Government, teachers of fifth to eighth grades.

Literature, teachers of fifth to eighth grades.

Grammar, teachers of fifth to eighth grades.

As the foregoing has shown, the entire emphasis in the system of preparing teachers pursued by the State Normal School at San Francisco falls upon experience in teaching. The normal school gives no time to academic instruction, except in the subjects of sanitation, music, writing, and drawing. Students as grad-

uates of our high schools must be assumed to be efficiently prepared in the subjects of the elementary school. However, before students can become teachers of any class in our elementary school they must pass examinations to demonstrate that they are competent in point of knowledge to give instruction in the subjects as taught in these classes. If they fail, they must make such outside preparation that will qualify them, but such work is not recognized as normal school work, nor is any provision made for giving such instruction. Upon admission students are assigned as observers in classes, but they are not permitted to teach until they have passed examinations in language, composition, map geography, and writing, to the end that the school may be assured that no blunders would be made by them as teachers. Thereafter, as they change classes, they are examined in the branches which they will undertake to teach. Inasmuch as we have frequent inquiries from students in high schools who expect later to enter the normal school, concerning the nature of these requirements, it may be well to state that the kind of preparation is represented by the printed courses of study issued by the school in bulletin form. These courses of study are those under which the student-teachers teach in the elementary school, and are used extensively in the public schools throughout the State. Students desiring to make preparation in advance of entrance will find them listed, with price of each, in a circular inclosed in this pamphlet. The bulletins which would prove the most useful in this way are the following: No. 4, upon geography; No. 5, upon literature; No. 6, upon grammar; No. 7, upon history; No. 9, upon language; No. 10, upon literature

(to be issued January 1, 1910); No. 11, upon arithmetic (to be ready during January, 1910); and No. 12, upon composition (not ready probably until May 1, 1910).

In the subjects of writing, sanitation, music, and drawing, the high schools do not give instruction of a type to qualify their graduates as teachers of these subjects, and therefore academic classes are maintained in these subjects.

The San Francisco Normal School has also departed from the traditional normal school system in another important particular. It devotes no time to instruction in the abstract theory of education, philosophy, psychology, nor to methods of instruction given prior to, or separate from experience. All of these digressions common to the older type of normal schools are elided, and the time used for them is spent in personal experience in teaching and the development of a comprehension of the modern problems which confront the teacher in the public schools.

It seems hard for applicants to comprehend the statement here made that upon entering the normal school the systems of instruction pursued in the high school by means of recitations, lectures, and book study are entirely superseded.

Selection of Personality.

There are two notions current regarding the purpose of normal schools. One of these, which is very prevalent, looks from the standpoint of the personal interests of the student and proceeds upon the assumption that normal schools are maintained at the public expense merely for the purpose of enabling students to obtain

teachers' certificates and thereby to gain a livelihood. The other view holds that normal schools are institutions maintained *strictly in the interest of the State's educational system*, to train for the public schools a superior grade of teachers. The San Francisco State Normal School recognizes the latter purpose as the principle of its work and administration. It does not undertake "to make a teacher" of any one who may show the knowledge sufficient to gain admission to the school. The qualifications of an efficient teacher of children depend not only upon scholarship and the mere mechanical performance of certain teaching duties, which perhaps the rules of the school may enforce, but, to a very large extent, upon a number of factors quite beyond the absolute control of any system of training—disposition, sympathy, earnestness of character, life's ideals, and a certain kind and degree of personal culture, etc. This is a condition which has no honest compromise, and the San Francisco Normal School finds, therefore, that its duty to the State is as much *to select* the personality of a teacher as to train those who have the native qualifications. In adopting this policy, the faculty of the school recognizes that it is performing a duty to the State and a service to the individual students concerned. If a student is handicapped by unfavorable conditions of disposition or general inaptitude for this calling, which would render her incapable of realizing reasonable ambitions and prevent her from becoming a *successful* teacher, then it is clearly to her interest, as well as to that of the State, that she should find out the fact as early as possible, and enter some other occupation.

The system employed is as follows: After a student

has been in the school for a time long enough for members of the faculty safely to form a judgment of her character, her adaptability to the technique of actual teaching, her qualities of mind, etc., she is privileged to have a frank consultation with the various members of the faculty relative to the promises of her future as a teacher. The members of the faculty recognize that in undertaking "to select" those who may become teachers they are taking upon themselves an exceedingly difficult and grave responsibility. It is a distinct understanding that the judgment given in such cases is merely advisory; the faculty does not undertake to dismiss students from the school except in extreme cases. A spirit of friendly relation between faculty and student in this matter is fostered, and this system has worked extremely well in the past years, to the advantage both of the students and of the State.

Professional Character.

But after all is said that can be said concerning academic qualifications of students and their training in the art of teaching, the success of the teacher and her personal happiness in the work rests upon another essential. This is the teachers' moral fiber, their ideals and attitude toward their profession. While knowledge and training are essential, they are practically useless in securing success and personal happiness unless the teachers have the character, ideals, and integrity which go with these products of education and training to make them living.

To the end of fostering in the student-teachers a professional spirit, a realization of the nobility of their

calling, and of developing an earnestness and personal happiness in educational work, the students have organized a society known as the Educational Guild. Under its auspices the students are initiated with elaborate ceremonies and a ritual which contains a code of the best ideals expressed in the world's literature and music. Graduation is also under the auspices of this guild, and once or twice during the year the guild play "Everygirl" is produced to present the ideals, goals, and problems of the teacher's life. Time is provided in the regular work of the school for the rehearsals and preparation for these guild ceremonies and the play, for it is recognized that this preparation is no less essential than the training in teaching itself.

Expenses.

Tuition is free to students. There is no cost of textbooks as none are used, and such books as are necessary in the instruction in the elementary school are provided by the library. Students must, however, provide themselves with stationery, drawing and map making materials, and such other teachers' devices as they prepare in the school and take with them when they leave. A diploma fee of \$2 is charged, and the guild and graduating costume costs about \$4.50. Altogether these expenses enumerated will be well within \$15 for the two years. Upon entering a student makes a deposit of \$5 for the care and safe return of all school property intrusted to her, and this is returnable upon departure, less such losses or fines which may be imposed.

School Terms.

The school opens the first Monday in August, allows an autumn vacation of one week, a Christmas vacation of two weeks, a spring vacation of one week, and closes early in June.

Graduation.

The diploma of graduation entitles the holder to a certificate to teach in any primary or grammar school of the State. The minimum course of attendance is two years. Students are not recommended for graduation until they show in their practical teaching that efficiency and that professional character which give positive assurance that they will give satisfaction, under ordinary circumstances, to the school officials who employ them.

MISCELLANEOUS INFORMATION.

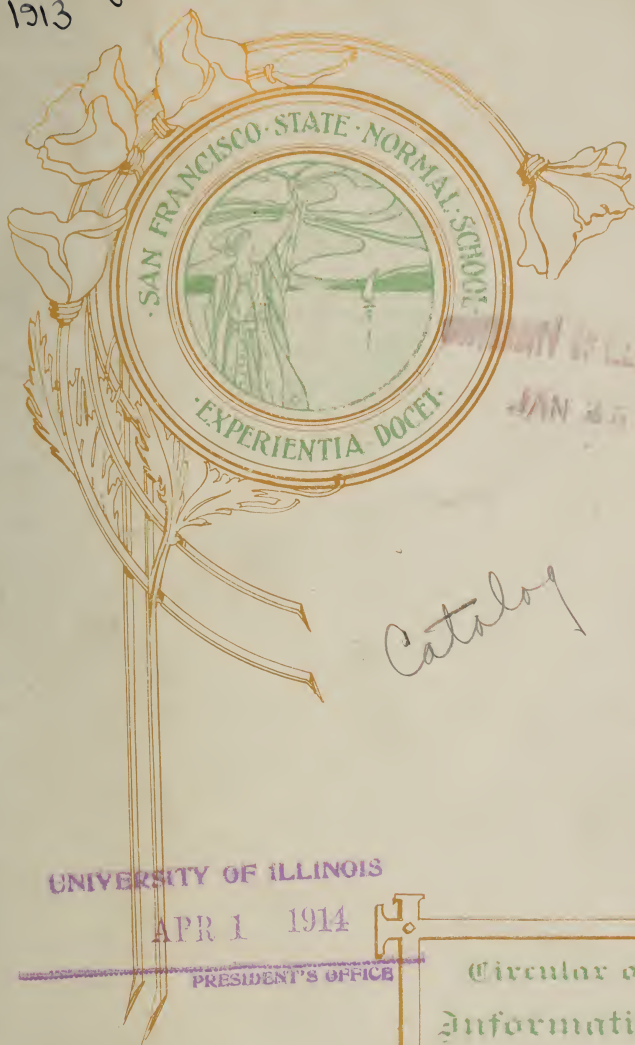
Filling Positions as Teachers.

The demand for the school's graduates as teachers has always exceeded the supply, and each year many requests for teachers have been refused because no graduates were available.

Loan Funds for Students.

The Graduate Association conceived the plan in 1904 of establishing loan funds for the financial assistance of students. Nearly \$1,150 has been raised by subscription and by other means. It is the plan to loan these funds to such students who bid fair to become efficient teachers, but who have not the means for their support during their normal course. Inasmuch as there is no question that graduates may, immediately upon graduation, secure positions paying from \$60 to \$75 per month, they may immediately begin the repayment of their indebtedness. The funds thus become revolving, and a few hundred dollars in the course of a few years will be the means of enabling several students to become self-sustaining teachers. The loan funds are under the management of a loan committee, composed of representatives of the Board of Trustees, Faculty, and Graduate Association, and loans will be granted under certain conditions which will be stated to those making application through the President.

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FRIEND WM. RICHARDSON, SUPERINTENDENT OF STATE PRINTING
SACRAMENTO, CALIFORNIA

BOARD OF TRUSTEES.

HIS EXCELLENCY, HIRAM W. JOHNSON - - - - GOVERNOR

Ex Officio.

HON. EDWARD HYATT - SUPERINTENDENT PUBLIC INSTRUCTION

Ex Officio.

JAMES M. ALLEN - - - - - San Francisco

VANDERLYNN STOW - - - - - San Francisco

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GEORGE E. CROTHERS - - - - - San Francisco

OFFICERS.

JAMES M. ALLEN - - - - - Chairman

VANDERLYNN STOW - - - - - Secretary

EXECUTIVE COMMITTEE.

JAMES M. ALLEN, W. MAYO NEWHALL,
VANDERLYNN STOW.

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JOHN SWETT.

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FREDERIC BURK, PRESIDENT.

B.L., University of California, 1883; Graduate Student University of California, 1890-91; Graduate Student Stanford University, 1891-92; A.M., Stanford, 1892; Fellow in Psychology, Clark University, Massachusetts, 1896-98; Ph.D., Clark University, 1898.

Teacher in Coulterville District, Mariposa County, 1889; Instructor in Mathematics and Science, California Military Academy, 1889-90; Instructor in Mathematics, Berkeley Gymnasium, 1890-91; Principal Davis Street Grammar School, Santa Rosa, 1892-93; Supervising Principal of Santa Rosa Schools, 1893-96; City Superintendent of Santa Barbara Schools, 1898-99. (Appointed July, 1899.)

ESTELLE CARPENTER, DIRECTOR OF MUSIC.

Graduate Teachers' Musical Institute, Chicago, 1896; Graduate California Kindergarten Training School, 1895.

Teacher of Music in Golden Gate Kindergarten Training School, 1897; Teacher in San Francisco City Normal School, 1897-99; Supervisor of Music in San Francisco Public Schools, 1899. (Appointed July, 1899.)

EFFIE B. McFADDEN, SUPERVISOR OF THE TEACHING OF LANGUAGE.

Graduate Los Angeles State Normal School, 1890; A.B., Stanford University, 1900.

Teacher in Public Schools, Tustin, Orange County, 1891-93; City Supervisor of Nature-Study in Public Schools of Oakland, California, 1897-1900. (Appointed April, 1900.)

ARCHIBALD B. ANDERSON, SUPERVISOR OF THE TEACHING OF GEOGRAPHY.

B.L., University of California, 1898.

Teacher Halleck District, Marin County, 1898-99; Teacher Mark West School, Sonoma County, 1899-00; Principal Winters High School, 1900-01; Supervisor of Schools, Bugason, Panay, P. I., 1901-03; Principal Colusa High School, 1903-06; San Francisco State Normal School, 1906-10; City Superintendent of the San Rafael Schools, 1910-13; San Francisco State Normal School, 1913.

PERCY F. VALENTINE, SUPERVISOR OF THE TEACHING OF HISTORY AND GOVERNMENT.

A.B., Stanford, 1909; Graduate Student University of California, 1912.

Teacher Mt. Tamalpais Military Academy. (Appointed January, 1910.)

ALEXANDER STOCKTON BOULWARE, SUPERVISOR OF
THE TEACHING OF COMPOSITION AND GRAMMAR.

A.B., Stanford University, 1903; Summer School, University of California, 1904 and 1909.

Teacher in High School, Hanford, California, 1904-06; Principal High School, Colusa, California, 1906-11. (Appointed January, 1911.)

FREEDOM W. HOFFMAN, SUPERVISOR OF THE TEACHING
OF GEOGRAPHY.

Graduate Chico State Normal, 1900; University of California, 1910-1912.

Instructor in Science, Liberal University of Oregon, 1900-1901; Teacher Grammar School, Dolph, Oregon, summer 1900; Principal Grammar School, Durham, California, 1901-1902; Principal Grammar School, Emmett, Michigan, 1902-1904; Principal Grammar School, Davis, California, 1904-1906; Teacher Mt. Tamalpais Military Academy, 1906; Principal Grammar School, Sebastopol, California, 1906-1909; Teacher Franklin Grammar School, Berkeley, California, 1909; Principal Leconte Grammar School, Berkeley, California, 1910; Teacher Washington Grammar School, Berkeley, 1910; Vice-Principal, Whittier Introductory High School, Berkeley, California, 1910-1912. (Appointed January, 1912.)

SAMUEL WINDSOR BROWN, SUPERVISOR OF THE TEACH-
ING OF ARITHMETIC.

Graduate State Normal School, Chico, California, 1897. A.B. (Education), Stanford University, 1907. Graduate work Stanford University, 1907-09; Ph.D., Columbia University, 1912.

Principal Elementary School, San Lucas, Monterey County, California, 1897-8; Teacher District School, Potter Valley, Mendocino County, California, 1899; Principal Elementary School, Hornitos, Mariposa County, California, 1899-00; Principal Elementary School, Morgan Hill, Santa Clara County, California, 1900-02; Supervising Principal Longfellow School, San Jose, California, 1902-05 and 1907-09; Principal McKinley Evening School and Teacher Commercial Department, 1905-07; Dean Professional School, State Normal School, Lewiston, Idaho, 1910-12; Principal State Summer Normal School, Sandpoint, Idaho, 1911. (Appointed August, 1912.)

FRANCES DE LARSH CHAMBERLAIN, SUPERVISOR OF
THE READING OF MUSIC.

A.B., University of Minnesota, 1907; Summer Session American Institute of Normal Methods, Chicago, 1908; Summer Session University of California, 1911.

Supervisor of Music, Madison State Normal School, Madison, S. Dak., 1907-09; Head of Music Department, Lewiston State Normal School, Lewiston, Idaho, 1909-12. (Appointed for year 1912-13.)

ASSISTANT SUPERVISORS.

EVA A. LEVY, ASSISTANT PRINCIPAL ELEMENTARY DEPARTMENT.

Graduate San Francisco State Normal School, 1901. (Appointed July, 1901.)

CORINNE HAISLIP JOHNSTONE, ASSISTANT SUPERVISOR OF THE TEACHING OF READING.

Graduate San Francisco State Normal School, December, 1904.

Teacher Stanislaus District, Stanislaus County, 1898-99; Cole District, Stanislaus County, 1899-1900; Modesto City Schools, 1900-02. (Appointed February, 1905.)

NETTIE DUNCAN, ASSISTANT SUPERVISOR OF THE TEACHING OF DRAWING.

Graduate San Francisco State Normal School, March, 1907. (Appointed July, 1907.)

MARY WARD, ASSISTANT SUPERVISOR OF THE TEACHING OF ARITHMETIC.

Graduate San Francisco State Normal School, March, 1907. (Appointed July, 1907.)

LOUISE CARLSON, ASSISTANT SUPERVISOR OF THE TEACHING OF LANGUAGE AND COMPOSITION.

Graduate San Francisco State Normal School, June, 1908. (Appointed July, 1908.)

ETHEL SMITH, ASSISTANT SUPERVISOR OF THE TEACHING OF LANGUAGE AND COMPOSITION.

Graduate San Francisco State Normal School, October, 1908. (Appointed October, 1908.)

FLORENCE VANCE, ASSISTANT PRINCIPAL OF ELEMENTARY DEPARTMENT.

Graduate San Francisco State Normal School, March, 1910. (Appointed March, 1910.)

MARGARET BRENNFLECK, ASSISTANT SUPERVISOR OF THE TEACHING OF ARITHMETIC.

Graduate San Francisco State Normal School, December, 1910. (Appointed January, 1911.)

FREDA B. GRUNIG, ASSISTANT SUPERVISOR IN THE TEACHING OF DRAWING.

Graduate San Francisco State Normal School, June, 1911. (Appointed June, 1911.)

MARGERY ORTON, ASSISTANT DIRECTOR OF PLAYGROUNDS.
Graduate San Francisco State Normal School. (Appointed September, 1912.)

MILDRED HOLMAN - - - - - LIBRARIAN
Graduate San Francisco State Normal School, December, 1911.
(Appointed January, 1912.)

KATHERINE HUSSEY - - - - - OFFICE ASSISTANT

CHESTER HENEHAN - - - - - ENGINEER

SARAH GORDON - - - - - JANITRESS

B. F. McSWAIN - - - - - GENERAL WORKMAN

POLICY OF THE BOARD OF TRUSTEES.

The State Normal School at San Francisco was established by act of legislature March 22, 1899. Until the great fire of 1906 the school was maintained in two buildings upon Powell street, belonging to the San Francisco School Department, but immediately after the fire buildings were erected upon State property upon the block between Waller and Hermann streets upon Buchanan. The school occupies two buildings; one, an elementary school attended by several hundred children of the primary and grammar grades, and taught by the normal student teachers; the other is a temporary administration building occupied by the normal student teachers. At present the accommodations provide for the preparation of about 250 normal students and 800 elementary pupils.

Upon organization and discussion of a policy which should make the San Francisco State Normal School of substantial use to the public schools of the State, the Board of Trustees determined to make no effort to build up a large school, but to bend all energies toward establishing a school which should graduate teachers of superior efficiency.

In the matter of administration of the affairs of the school, the appointment of its faculty, and its internal management, the Board in June, 1901, after two years' experience reduced to written form its policy of management in resolutions which were unanimously adopted, as follows:

Resolutions Defining Policy.

WHEREAS, State Normal Schools are supported and shou'd be conducted for the sole purpose of supplying public schools with teachers of the highest efficiency;

AND WHEREAS, The Trustees of the San Francisco State Normal School desire that the school shall be so conducted that a certificate of graduation therefrom shall be esteemed an honorable distinction by the holder thereof, as being a certain guarantee of thorough training and proficiency as a teacher, and so recognized by school officials;

NOW, THEREFORE, BE IT RESOLVED,

First—That it is the determined policy of this Board that the faculty shall be selected, as heretofore, upon a basis of merit alone, wholly uninfluenced by personal or political interference or consideration, and the Trustees therefore require that all applications for positions in the faculty be first submitted to the President of the School, who will nominate to the Board those whom he may deem most competent and meritorious.

Secônd—That the President shall continue to maintain the present high standard of admission to the school, and his judgment and decision in individual cases shall be final; and where, after a fair trial, it shall appear to him that a student shows an incapacity to become a thoroughly efficient teacher, it shall be his duty to discourage the student from further attendance at the school.

Third—That the President shall certify to the Trustees for graduation only those students who can be confidently and honestly recommended to School Trustees, Superintendents, and Boards of Education as teachers of undoubted capacity.

CREDENTIALS FOR ADMISSION.

The system of admitting students upon university credentials which this school formerly employed proved unsatisfactory in many ways. A certain percentage of students seem to have been forced through high schools, under goad of school marks, and, though they obtain good records, yet, nevertheless, they are lacking in the stability of character and the force of self-responsibility necessary as a basis for training efficient teachers. Another undesirable proportion who have made excellent records in high school subjects nevertheless seem to have a very limited horizon beyond their school knowledge, and have little acquaintance or comprehension of the problems of life with which the intelligent world chiefly concerns itself. It would seem, indeed, that by reason of the faithfulness with which many have devoted themselves to their high school tasks, they have sacrificed opportunity and incentive to put themselves in touch with the topics of life intelligence. And, finally, a considerable number entering the Normal School with excellent recommendations of university standard, are nevertheless unable to write a paragraph reasonably free from errors in spelling, punctuation, capitals, uses of the possessive, sentence structure, etc.

The students belonging to these types are not in the majority, but the number is sufficiently large to require on the part of the normal school, if it would faithfully protect the public school service from inefficiency, some system of admission which is more discriminating. The fundamental elements of character, our experience

has shown unquestionably, are established somewhat firmly before the age at which students enter the normal school. The situation is very clear that if the normal school is to render service in graduating really effective teachers, then a reasonable degree of character and general intelligence must be required as a prerequisite for admission.

The normal faculty does not shirk any responsibilities of weeding out those who have not adequate qualifications to serve the State efficiently as teachers, but this process requires time and is an unprofitable drain upon energy which should be used exclusively for those who are going to be efficient teachers, and not upon those who can not be successful. Moreover, this process is involved with questions of fairness to these students who, at best, are put to losses of time and expense and necessarily to bruised feelings.

We believe that with the necessity of limiting the admission of students, owing to lack of accommodations, we may rely upon the intelligent co-operation of the high school principals to discriminate in issuing recommendations. The exercise of this discrimination is but justice and consideration for the student and loyalty to the State's school system. Students may be admitted to the San Francisco State Normal School by special recommendation of high school principals of which the following is the form:

I recommend for admission to the State Normal School at San Francisco, -----, who was graduated from the ----- High School, -----, 191----

I certify

(1) That --he possesses, in marked degree, conscientiousness and a sense of personal responsibility in discharging

duties intrusted to h----; that --he distinctly does not belong to the type of students who, unless goaded by penalties for dereliction, neglect and shirk their duties to themselves and to others.

(2) That h---- degree of knowledge and intelligence concerning the civic, social, and industrial affairs of life represents fairly the best standards of this high school.

(3) That h---- spoken and written language (inclusive of spelling) is free from blunders to a degree I would expect in any intelligent person or teacher, and in this respect --he represents the best standards of this high school.

(4) That to the best of my knowledge and belief --he has not seriously violated, in school nor out of school, any of the general standards of personal integrity.

(Signed) -----

Principal ----- High School.

Dated at -----,
-----, 19--.

There must be no misunderstanding that the principal's recommendation entitling students to admission, excuses them from the tests in language, arithmetic, geography, etc., by which, after admission, students are assigned to teach classes.

THE SYSTEM OF PREPARING TEACHERS.

The San Francisco Normal School prepares students as teachers almost exclusively by means of experience in teaching. To maintain this system a large primary and grammar school of several hundred pupils and now numbering forty classes is maintained. In this school each normal student teaches during the entire normal school period under the close supervision of the Normal Supervisors. Every term of thirteen or fourteen weeks the student takes charge of a new class, and by this system becomes experienced in the teaching of every subject of instruction and in practically every grade of the elementary school. The system provides for placing the responsibility for the progress and management of their classes upon the student-teachers. Under an arrangement with the school departments of neighboring cities, the student-teachers for several weeks just prior to graduation teach as substitutes in these public schools with full and responsible charge of classes.

While students are teaching any given subject, as, for example, arithmetic and history, in any of the grades, they meet the Normal Supervisors of these respective subjects regularly in conferences. The work of these conferences consists chiefly in discussing the general difficulties of teaching these subjects, methods of obtaining results, purposes of the instruction, etc. This grouping of teachers through which each student during the course must pass is as follows :

Arithmetic, teachers in first and second grades.

Arithmetic, teachers in third and fourth grades.

Arithmetic, teachers of fifth to eighth grades.
Reading, teachers of first and second grades.
Reading, teachers of third and fourth grades.
Language, teachers of first to fourth grades.
Language, teachers of fifth to eighth grades.
Composition, teachers of third and fourth grades.
Composition, teachers of fifth to eighth grades.
Writing, teachers of first to fourth grades.
Writing, teachers of fifth to eighth grades.
Geography, teachers of fourth to eighth grades.
Music, teachers of first to fourth grades.
Music, teachers of fifth to eighth grades.
Drawing, teachers of first to fourth grades.
Drawing, teachers of fifth to eighth grades.
History and Civil Government, teachers of fifth to eighth grades.
Physiology, teachers of fifth to eighth grades.
Literature, teachers of fifth to eighth grades.
Grammar, teachers of fifth to eighth grades.
Playground games, all grades.

Before students can become teachers of any class in our elementary school they must pass tests to demonstrate that they are competent in point of knowledge to give instruction in the subjects as taught in these classes. If they fail, they must make such outside preparation that will qualify them, but such work is not recognized as normal school work, nor is any provision made for giving such instruction. Upon admission, students are assigned as assistants in classes, but they are not permitted to teach until they have passed examinations in language, composition, and writing, to the end that the school may be assured that they possess

the knowledge necessary for teaching. Thereafter, as they change classes, they are examined in the branches which they will undertake to teach. Inasmuch as we have frequent inquiries from students in high schools, who expect later to enter the normal school, concerning the nature of these requirements, it may be well to state that the kind of preparation is represented by the printed courses of study issued by the school in bulletin form. These courses of study are those under which the student-teachers teach in the elementary school, and are used extensively in the public schools throughout the State. Students desiring to make preparation in advance of entrance will find them listed, with price of each, in a circular inclosed in this pamphlet. The bulletins which would prove the most useful in this way are the following: Nos. 4 and 18, upon geography; No. 5, upon literature; No. 15, upon grammar; No. 12, upon history; No. 9 or 14, upon language; No. 10, upon literature; No. 11, Parts 1 and 2, upon arithmetic; No. 17, upon civics.

The San Francisco Normal School has also departed from the traditional normal school system in another important particular. It devotes no time to instruction in the abstract theory of education, philosophy, psychology, nor to methods of instruction given prior to, or separate from, experience. All of these digressions common to the older type of normal schools are elided, and the time used for them is spent in personal experience in teaching and the development of a comprehension of the modern problems which confront the teacher in the public schools.

Selection of Personality.

There are two notions current regarding the purpose of normal schools. One of these, which is very prevalent, looks from the standpoint of the personal interests of the student and proceeds upon the assumption that normal schools are maintained at the public expense, merely for the purpose of enabling students to obtain teachers' certificates and thereby to gain a livelihood. The other view holds that normal schools are institutions maintained *strictly in the interest of the State's educational system*, to train for the public schools a superior grade of teachers. The San Francisco State Normal School recognizes the latter purpose as the principle of its work and administration. It does not undertake "to make a teacher" of any one who may show the knowledge sufficient to gain admission to the school. The qualifications of an efficient teacher of children depend not only upon scholarship and the mere mechanical performance of certain teaching duties, which perhaps the rules of the school may enforce, but, to a very large extent, upon a number of factors quite beyond the absolute control of any system of training—disposition, sympathy, earnestness of character, life's ideals, and a certain kind and degree of personal culture, etc. This is a condition which has no honest compromise, and the San Francisco Normal School finds, therefore, that its duty to the State is as much to *select* the personality of a teacher as to train those who have the native qualifications. In adopting this policy, the faculty of the school recognizes that it is performing a duty to the State and a service to the individual students concerned. If a student is handicapped

by unfavorable conditions of disposition or by general inaptitude for this calling, which would render her incapable of realizing reasonable ambitions and prevent her from becoming a *successful* teacher, then it is clearly to her interest, as well as that of the State, that she should find out the fact as early as possible, and enter some other occupation.

The system employed is as follows: After a student has been in the school for a time long enough for members of the faculty safely to form a judgment of her character, her adaptability to the technique of actual teaching, her qualities of mind, etc., she may have a frank consultation with the various members of the faculty relative to the promises of her future as a teacher. The members of the faculty recognize that in undertaking "to select" those who may become teachers they are taking upon themselves an exceedingly difficult and grave responsibility. It is a distinct understanding that the judgment given in such cases is merely advisory; the faculty does not undertake to dismiss students from the school except in extreme cases. A spirit of friendly relation between faculty and student in this matter is fostered, and this system has worked extremely well in the past years, to the advantage both of the students and of the State.

Expenses.

Tuition is free to students. There is no cost of textbooks, and such books as are necessary in the instruction in the elementary school are provided by the library. Students must, however, provide themselves with stationery, drawing and map-making materials,

and such other teachers' devices as they prepare in the school and take with them when they leave. The student body dues of \$2.50, relieving students of all assessments and contributions, is payable upon admission. A diploma fee of \$1.50 is charged, and the graduating costume, which is worn by undergraduates at all graduating exercises, costs about \$5.00. Altogether these expenses enumerated will be well within \$15 for the two years. Upon entering a student makes a deposit of \$5 for the care and safe return of all school property intrusted to her, and this is returnable upon departure, less such losses or fines which may be incurred.

School Terms.

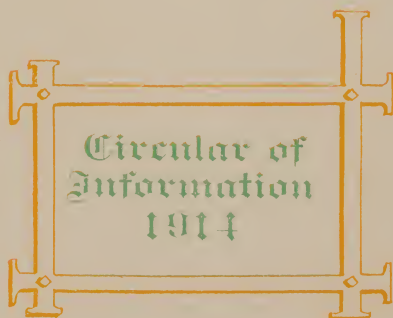
The school opens usually upon the first Monday in August, allows an autumn vacation of one week, a Christmas vacation of two weeks, a spring vacation of one week, and closes early in June.

Graduation.

The diploma of graduation entitles the holder to a certificate to teach in any primary or grammar school of the State. The minimum course of attendance is two years. Students are not recommended for graduation until they show in their practical teaching that efficiency and that professional character which give positive assurance that they will give satisfaction, under ordinary circumstances, to the school officials who employ them.

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1914

LIBRARY
OF THE
UNIVERSITY OF CALIFORNIA



STATE NORMAL SCHOOL
SAN FRANCISCO

CIRCULAR OF INFORMATION

ISSUED MAY, 1914

CALIFORNIA
STATE PRINTING OFFICE
1914

BOARD OF TRUSTEES.

HIS EXCELLENCY, HIRAM W. JOHNSON - - - - GOVERNOR
Ex Officio.

HON. EDWARD HYATT - SUPERINTENDENT PUBLIC INSTRUCTION
Ex Officio.

GEORGE E. CROTHERS - - - - - San Francisco

FRANK S. BRITTAIN - - - - - San Francisco

JOSEPH S. THOMPSON - - - - - San Francisco

PHILIP M. FISHER - - - - - Oakland

JAMES B. DAVIDSON - - - - - San Rafael

OFFICERS.

GEORGE E. CROTHERS - - - - - *Chairman*

EXECUTIVE COMMITTEE.

JUDGE CROTHERS, MR. THOMPSON,
MR. BRITTAIN.

REPRESENTATIVES IN JOINT BOARD.

MR. FISHER, MR. DAVIDSON,
JUDGE CROTHERS.

FACULTY.

FREDERIC BURK, PRESIDENT.

B.L., University of California, 1883; Graduate Student University of California, 1890-91; Graduate Student Stanford University, 1891-92; A.M., Stanford, 1892; Fellow in Psychology, Clark University, Massachusetts, 1896-98; Ph.D., Clark University, 1898.

Teacher in Coulterville District, Mariposa County, 1889; Instructor in Mathematics and Science, California Military Academy, 1889-90; Instructor in Mathematics, Berkeley Gymnasium, 1890-91; Principal Davis Street Grammar School, Santa Rosa, 1892-93; Supervising Principal of Santa Rosa Schools, 1893-96; City Superintendent of Santa Barbara Schools, 1898-99. (Appointed July, 1899.)

ESTELLE CARPENTER, DIRECTOR OF MUSIC.

Graduate Teachers' Musical Institute, Chicago, 1896; Graduate California Kindergarten Training School, 1895.

Teacher of Music in Golden Gate Kindergarten Training School, 1897; Teacher in San Francisco City Normal School, 1897-99; Supervisor of Music in San Francisco Public Schools, 1899. (Appointed July, 1899.)

*EFFIE B. McFADDEN, SUPERVISOR OF THE TEACHING OF LANGUAGE.

Graduate Los Angeles State Normal School, 1890; A.B., Stanford University, 1900.

Teacher in Public Schools, Tustin, Orange County, 1891-93; City Supervisor of Nature-Study in Public Schools of Oakland, California, 1897-1900. (Appointed April, 1900.)

ARCHIBALD B. ANDERSON, REGISTRAR AND DEAN OF FACULTY.

B.L., University of California, 1898.

Teacher Halleck District, Marin County, 1898-99; Teacher Mark West School, Sonoma County, 1899-00; Principal Winters High School, 1900-01; Supervisor of Schools, Bugason, Panay, P. I., 1901-03; Principal Colusa High School, 1903-06; San Francisco State Normal School, 1906-10; City Superintendent of the San Rafael Schools, 1910-13; San Francisco State Normal School, 1913.

*On leave of absence.

PERCY F. VALENTINE, SUPERVISOR OF THE TEACHING OF
HISTORY AND GOVERNMENT.

A.B., Stanford, 1909; Graduate Student University of California, 1912.

Teacher Mt. Tamalpais Military Academy. (Appointed January, 1910.)

ALEXANDER STOCKTON BOULWARE, SUPERVISOR OF
THE TEACHING OF COMPOSITION AND GRAMMAR.

A.B., Stanford University, 1903; Summer School, University of California, 1904 and 1909.

Teacher in High School, Hanford, California, 1904-06; Principal High School, Colusa, California, 1906-11. (Appointed January, 1911.)

FREEDOM W. HOFFMAN, SUPERVISOR OF THE TEACHING
OF GEOGRAPHY.

Graduate Chico State Normal, 1900; University of California, 1910-1912.

Instructor in Science, Liberal University of Oregon, 1900-1901; Teacher Grammar School, Dolph, Oregon, summer 1900; Principal Grammar School, Durham, California, 1901-1902; Principal Grammar School, Emmett, Michigan, 1902-1904; Principal Grammar School, Davis, California, 1904-1906; Teacher Mt. Tamalpais Military Academy, 1906; Principal Grammar School, Sebastopol, California, 1906-1909; Teacher Franklin Grammar School, Berkeley, California, 1909; Principal Leconte Grammar School, Berkeley, California, 1910; Teacher Washington Grammar School, Berkeley, 1910; Vice-Principal, Whittier Introductory High School, Berkeley, California, 1910-1912. (Appointed January, 1912.)

SAMUEL WINDSOR BROWN, SUPERVISOR OF THE TEACH-
ING OF ARITHMETIC.

Graduate State Normal School, Chico, California, 1897. A.B. (Education), Stanford University, 1907. Graduate work Stanford University, 1907-09; Ph.D., Columbia University, 1912.

Principal Elementary School, San Lucas, Monterey County, California, 1897-8; Teacher District School, Potter Valley, Mendocino County, California, 1899; Principal Elementary School, Hornitos, Mariposa County, California, 1899-00; Principal Elementary School, Morgan Hill, Santa Clara County, California, 1900-02; Supervising Principal Longfellow School, San Jose, California, 1902-05 and 1907-09; Principal McKinley Evening School and Teacher Commercial Department, 1905-07; Dean Professional School, State Normal School, Lewiston, Idaho, 1910-12; Principal State Summer Normal School, Sandpoint, Idaho, 1911. (Appointed August, 1912.)

EVA A. LEVY, ASSISTANT PRINCIPAL, ELEMENTARY DEPARTMENT.

Graduate San Francisco State Normal School, 1901. (Appointed July, 1901.)

CORINNE HAISLIP JOHNSTONE, SUPERVISOR OF THE TEACHING OF READING.

Graduate San Francisco State Normal School, December, 1904.

Teacher Stanislaus District, Stanislaus County, 1898-99; Cole District, Stanislaus County, 1899-1900; Modesto City Schools, 1900-02. (Appointed February, 1905.)

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Graduate San Francisco State Normal School, June, 1911. (Appointed June, 1911.)

MABEL ASHLEY, SUPERVISOR OF THE TEACHING OF DRAWING AND PHYSIOLOGY.

Ph.B. University of Colorado, 1901; Arthur W. Dow Art School, 1902; Harvard University Summer Session, 1904; Summer Session University of California, 1911.

Teacher Ouray Public Schools, Colorado, 1901-1907; Goldfield High School, Nevada, 1909-1912; Palo Alto Public Schools, 1912-1913. (Appointed August, 1913.)

DOUGLAS WHITEHEAD, SUPERVISOR OF THE TEACHING
OF ARITHMETIC.

Ph.B. University of California, 1897; Summer Session Teacher's College, Columbia University, 1910, 1912; Student in Oral Expression.

Teacher Oakland School Department, 1897-1913. (Appointed August, 1913.)

LUCY ALSANSON SMITH, SUPERVISOR OF THE TEACHING
OF READING.

Graduate San Jose State Normal School, 1897; Special Work University of Iowa, 1901, 1902; Special Work University of Chicago, 1902; Special Work in Oral Expression.

Teacher Public School Cathays Valley, Mariposa County, 1897-98; Merced Public Schools, 1898-99; Merced Public Schools, 1908-09; Alameda Public Schools, 1909-13. (Appointed August, 1913.)

IRENE L. NORRIS, ASSISTANT SUPERVISOR OF THE TEACH-
ING OF LANGUAGE AND COMPOSITION.

Graduate San Francisco State Normal School, December, 1912.

Teacher Firebaugh School, Fresno County, 1913. (Appointed August, 1913.)

EUGENIA M. SCHMIDT, ASSISTANT SUPERVISOR OF THE
TEACHING OF GEOGRAPHY.

Graduate San Francisco State Normal School, June, 1913. (Appointed August, 1913.)

MARGARET E. OLSEN, ASSISTANT SUPERVISOR OF THE
TEACHING OF LITERATURE.

Special Student, University of California, 1903-4; Graduate San Francisco State Normal School, December, 1913.

Teacher of Latin and English, Dominican College, San Rafael, 1905. (Appointed January, 1914.)

LURA BLAIR, ASSISTANT SUPERVISOR OF THE TEACHING OF
GEOGRAPHY.

Graduate San Francisco State Normal School, December, 1913. (Appointed January, 1914.)

MARY W. MACAULEY, SUPERVISOR OF THE TEACHING OF
MUSIC.

Special Student, Ohio Wesleyan University, 1885-1889; Pupil of Kowalski, Chicago, 1891-1893; Special Student, San Jose Normal, 1907-1908; Summer Sessions, University of California, 1909, 1911.

Supervisor of Music, Salinas, Monterey and Pacific Grove, 1908-1914. (Appointed February 1, 1914.)

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system of admission which is more discriminating. The fundamental elements of character, our experience has shown unquestionably, are established somewhat firmly before the age at which students enter the normal school. The situation is very clear that if the normal school is to render service in graduating really effective teachers, then a reasonable degree of character and general intelligence must be required as a prerequisite for admission.

As a step in indicating the scope of the general intelligence necessary as a basis for training as a teacher, Monograph B, "Outlines of General Knowledge and Current Intelligence," has been issued for the benefit of high school students who intend later to enter the San Francisco Normal School. Such students may obtain copies of this monograph free, by application through their high school principals. The methods of its use are detailed in the preface of the monograph. It is desirable that students obtain this monograph as early in their high school course as possible in order that they may have due time for making the preparation indicated.

I. Entrance by Recommendation.

Students may be admitted to the San Francisco State Normal School by special recommendation of high school principals of which the following is the form:

I recommend for admission to the State Normal School at San Francisco, _____, who was graduated from the _____ High School, _____, 191_____.

I certify

(1) That _____he possesses, in marked degree, conscientiousness and a sense of personal responsibility in discharging

duties intrusted to h----; that --he distinctly does not belong to the type of students who, unless goaded by penalties for dereliction, neglect and shirk their duties to themselves and to others.

(2) That h---- degree of knowledge and intelligence concerning the civic, social, and industrial affairs of life represents fairly the best standards of this high school.

(3) That h---- spoken and written language (inclusive of spelling) is free from blunders to a degree I would expect in any intelligent person or teacher, and in this respect --he represents the best standards of this high school.

(4) That to the best of my knowledge and belief --he has not seriously violated, in school nor out of school, any of the general standards of personal integrity.

(Signed)-----

Principal ----- High School.

Dated at -----,

-----, 19--.

The above recommendation, together with a copy of Monograph B, "Outlines of General Knowledge and Current Intelligence," marked as hereafter described, should be sent by mail to the Registrar of the Normal School as soon after graduation from the high school as possible. Students should mark all topics in these Outlines (Sections I and II) upon which they feel sufficiently informed to pass an examination. The marked copies should be submitted to the high school principal for inspection and approval. The information contained in these marked copies may, in certain cases, be a basis of suggestion for further preparation during the summer months. Students who for any reason may wish to use the monograph during the

summer, may obtain a fresh copy by application to the Registrar.

While the above recommendation by high school principals will still be required, and forms the basis for entrance to the Normal School, a new departure is being made by this Normal School, by means of which it is hoped that the general intelligence of entering students with regard to world affairs will be increased and their appointment as student teachers in the elementary department will be hastened.

The school is issuing a pamphlet, known as Monograph B, consisting of outlines of current knowledge (except in the subject of arithmetic) expected of prospective teachers. A copy of this monograph has been sent to each high school principal in the State. Where high school principals wish it, sufficient monographs for prospective entrants of the San Francisco State Normal School will be furnished.

Thorough qualifications in spelling, written language and applied grammar (Section III, Monograph B) are necessary in a teacher. Heretofore, all students admitted to the Normal School have been tested by examination as a basis for assignment as student teachers. Those who failed were placed upon an unassigned list and many lose time while making up these requirements. As a convenience to students and to save the expense of a trip to San Francisco, the Registrar will mail to high school principals who make application, a set of examination papers in these subjects to be given upon a date in the latter part of May. The papers may be corrected by the high school teachers and the markings made the basis for item (3) in the recommendation blank. Students who are successful

in this examination will not be subject to the customary examination at the Normal School and, other requirements being fulfilled, will be assigned as student teachers immediately upon entrance.

II. Entrance by Examination.

Persons of maturity and of general scholarship equivalent to high school graduation, who do not have the above credentials in regular form may be admitted by examination. The scope of the examination will be that outlined in Monograph B, together with an efficient knowledge of arithmetic and the elements of algebra and geometry. This examination will be held at the Normal School upon October 31st, and those who are successful will be admitted November 1st, provided the accommodations permit.

THE SYSTEM OF PREPARING TEACHERS.

The San Francisco Normal School prepares students as teachers almost exclusively by means of experience in teaching. To maintain this system a large primary and grammar school of several hundred pupils and now numbering forty classes is maintained. In this school each normal student teaches during the entire normal school period under the close supervision of the Normal Supervisors. Every term of thirteen or fourteen weeks the student takes charge of a new class, and by this system becomes experienced in the teaching of every subject of instruction and in practically every grade of the elementary school. The system provides for placing the responsibility for the progress and management of their classes upon the student-teachers. Under an arrangement with the school departments of neighboring cities, the student-teachers for several weeks just prior to graduation teach as substitutes in these public schools with full and responsible charge of classes.

While students are teaching any given subject, as, for example, arithmetic and history, in any of the grades, they meet the Normal Supervisors of these respective subjects regularly in conferences. The work of these conferences consists chiefly in discussing the general difficulties of teaching these subjects, methods of obtaining results, purposes of the instruc-

tion, etc. This grouping of teachers through which each student during the course must pass is as follows:

Arithmetic, teachers in first and second grades.

Arithmetic, teachers in third and fourth grades.

Arithmetic, teachers of fifth to eighth grades.

Reading, teachers of first and second grades.

Reading, teachers of third and fourth grades.

Language, teachers of first to fourth grades.

Language, teachers of fifth to eighth grades.

Composition, teachers of third and fourth grades.

Composition, teachers of fifth to eighth grades.

Writing, teachers of first to fourth grades.

Writing, teachers of fifth to eighth grades.

Geography, teachers of fourth to eighth grades.

Music, teachers of first to fourth grades.

Music, teachers of fifth to eighth grades.

Drawing, teachers of first to fourth grades.

Drawing, teachers of fifth to eighth grades.

History and Civil Government, teachers of fifth to eighth grades.

Physiology, teachers of fifth to eighth grades.

Literature, teachers of fifth to eighth grades.

Grammar, teachers of fifth to eighth grades.

Playground games, all grades.

Before students can become teachers of any class in our elementary school they must pass tests to demonstrate that they are competent in point of knowledge to give instruction in the subjects as taught in these classes. If they fail, they must make such outside preparation that will qualify them, but such work is not recognized as normal school work, nor is any provision made for giving such instruction. Upon admission, students are assigned as assistants in classes, but they are not permitted to teach until they have passed examinations in language, composition, and writing, to the

end that the school may be assured that they possess the knowledge necessary for teaching. Thereafter, as they change classes, they are examined in the branches which they will undertake to teach. Inasmuch as we have frequent inquiries from students in high schools, who expect later to enter the normal school, concerning the nature of these requirements, it may be well to state that the kind of preparation is represented by the printed courses of study issued by the school in bulletin form. These courses of study are those under which the student-teachers teach in the elementary school, and are used extensively in the public schools throughout the State. Students desiring to make preparation in advance of entrance will find them listed, with price of each, in a circular inclosed in this pamphlet. The bulletins which would prove the most useful in this way are the following: No. 4, upon geography; Nos. 5 and 10, upon literature; No. 15, upon grammar; No. 12, upon history; No. 9, upon language; No. 17, upon civics.

The San Francisco Normal School devotes no time to instruction in the abstract theory of education, philosophy, psychology, nor to methods of instruction given prior to, or separate from, experience. All of these digressions common to the older type of normal schools are elided, and the time used for them is spent in personal experience in teaching and the development of a comprehension of the modern problems which confront the teacher in the public schools.

Selection of Personality.

There are two notions current regarding the purpose of normal schools. One of these, which is very preva-

lent, looks from the standpoint of the personal interests of the student and proceeds upon the assumption that normal schools are maintained at the public expense, merely for the purpose of enabling students to obtain teachers' certificates and thereby to gain a livelihood. The other view holds that normal schools are institutions maintained *strictly in the interest of the State's educational system*, to train for the public schools a superior grade of teachers. The San Francisco State Normal School recognizes the latter purpose as the principle of its work and administration. It does not undertake "to make a teacher" of any one who may show the knowledge sufficient to gain admission to the school. The qualifications of an efficient teacher of children depend not only upon scholarship and the mere mechanical performance of certain teaching duties, which perhaps the rules of the school may enforce, but, to a very large extent, upon a number of factors quite beyond the absolute control of any system of training—disposition, sympathy, earnestness of character, life's ideals, and a certain kind and degree of personal culture, etc. This is a condition which has no honest compromise, and the San Francisco Normal School finds, therefore, that its duty to the State is as much to *select* the personality of a teacher as to train those who have the native qualifications. In adopting this policy, the faculty of the school recognizes that it is performing a duty to the State and a service to the individual students concerned. If a student is handicapped by unfavorable conditions of disposition or by general inaptitude for this calling, which would render her incapable of realizing reasonable ambitions and prevent her from becoming a *successful* teacher, then it is

clearly to her interest, as well as that of the State, that she should find out the fact as early as possible, and enter some other occupation.

The system employed is as follows: After a student has been in the school for a time long enough for members of the faculty safely to form a judgment of her character, her adaptability to the technique of actual teaching, her qualities of mind, etc., she may have a frank consultation with the various members of the faculty relative to the promises of her future as a teacher. The members of the faculty recognize that in undertaking "to select" those who may become teachers they are taking upon themselves an exceedingly difficult and grave responsibility. It is a distinct understanding that the judgment given in such cases is merely advisory; the faculty does not undertake to dismiss students from the school except in extreme cases. A spirit of friendly relation between faculty and student in this matter is fostered, and this system has worked extremely well in the past years, to the advantage both of the students and of the State.

Expenses.

Tuition is free to students. There is no cost of textbooks, and such books as are necessary in the instruction in the elementary school are provided by the library. Students must, however, provide themselves with stationery, drawing and map-making materials, and such other teachers' devices as they prepare in the school and take with them when they leave. The student body dues of \$2.50, relieving students of all assessments and contributions, is payable upon admission. A diploma fee of \$1.50 is charged, and the

graduating costume, which is worn by undergraduates at all graduating exercises, costs about \$5.00. Altogether these expenses enumerated will be well within \$15 for the two years. Upon entering a student makes a deposit of \$5 for the care and safe return of all school property intrusted to her, and this is returnable upon departure, less such losses or fines which may be incurred. Board and room in homes may be secured at \$25 to \$30 per month.

School Terms.

The school opens usually upon the first Monday in August, allows an autumn vacation of one week, a Christmas vacation of two weeks, a spring vacation of one week, and closes early in June.

Graduation.

The diploma of graduation entitles the holder to a certificate to teach in any primary or grammar school of the State. The minimum course of attendance is two years. Students are not recommended for graduation until they show in their practical teaching that efficiency and that professional character which give positive assurance that they will give satisfaction, under ordinary circumstances, to the school officials who employ them.



UNIVERSITY OF ILLINOIS-URBANA



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